

Escuela Popular/Center for Training and Careers, Family Learning

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Patricia Reguerin, Executive Director

Principal, Escuela Popular/Center for Training and Careers, Family Learning

About Our School

Welcome to the 2019-2020 school year!
This is our year to continue the empowering and profound work at Escuela Popular's Bilingual Family Learning Center. It is through your dedication and commitment of time and energy that we are able to carry forward with our Founder Maestra Lidia's vision and legacy.
As soon as you arrive you will see and sense the excitement on our campus as we prepare to open our doors to our Bilingual Family Learning Center. Our school is at the forefront of intergenerational learning. Our campus will provide educational services to children as young as six months to adults. It is an exciting time as we become the first school in the state and possibly the nation to offer educational services to families on one campus.
Our overall vision and goals set forth by our WASC self-study and LCAP is to focus on providing all staff with pathways for continued professional and personal growth. Allowing us as an organization to be equipped and prepared to meet the evolving needs of the families we serve. We have organized our campus and personnel to provide ample opportunities for mentorship, collaboration and innovation.
We are looking forward to launching ourselves enthusiastically to new beginnings and possibilities.
Sincerely

Patricia Reguerin, Executive Director

Contact

Escuela Popular/Center for Training and Careers, Family Learning
149 North White Rd.
San Jose, CA 95127-1612

Phone: 408-275-7191
Email: patricia@escuelapopular.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	East Side Union High
Phone Number	(408) 347-5000
Superintendent	Chris Funk
Email Address	funkc@esuhsd.org
Website	www.esuhsd.org

School Contact Information (School Year 2019—20)	
School Name	Escuela Popular/Center for Training and Careers, Family Learning
Street	149 North White Rd.
City, State, Zip	San Jose, Ca, 95127-1612
Phone Number	408-275-7191
Principal	Patricia Reguerin, Executive Director
Email Address	patricia@escuelapopular.org
Website	www.escuelapopular.org
County-District-School (CDS) Code	43694270107151

Last updated: 1/6/2020

School Description and Mission Statement (School Year 2019—20)

EPCTC began as a community-based grassroots school to address the growing need for English instruction in East San Jose; as a consequence, Escuela Popular has been providing educational services since 1986. Within the first year of operation, the demand for learning and schooling grew rapidly and Escuela Popular continued to expand in number of students, classes, and services. In 1999, Escuela Popular was asked to operate as a satellite campus of a new charter school organization. School leaders seized the opportunity to expand services to the community at large by providing a dual language transitional kindergarten through eighth grade academy, along with a high school academy for youth, and in keeping with the vision of Escuela Popular as a family learning center, an academy for parents and adults. In 2002, Escuela Popular was able to function independently and acquired its own non-profit status, assuming the name Escuela Popular del Pueblo. It was then when the school opened its doors as Escuela Popular Accelerated Family Learning Center. This entire enterprise was started by Lidia Reguerin, a Stanford alumna with over fifty years teaching experience, whose vision was driven by the educational principles of Paulo Freire. She firmly believed that teaching is an act of love and that we should teach our students to pursue their dreams.

Escuela Popular CTC currently provides educational services to over 500 students.

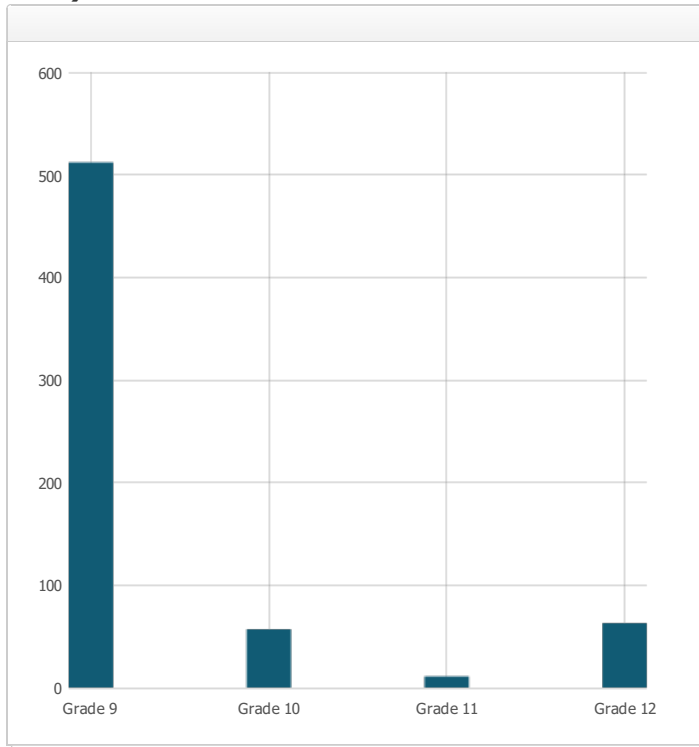
EPCTC realizes that no individual can be successful academically unless these issues are addressed. So while the school presents a rigorous education, it does so in a framework shaped by an understanding of students' day-to-day life circumstances. Experience teaches us, that in spite of those circumstances, students can and do succeed beyond their wildest expectations.

The knowledge, skills, and competencies required to be an "educated person" in the 21st century continue to increase as our state, country and global community evolve. The rapid shifts of industries that drive our economy require a drastically different employment force than in previous generations. The contributions made by all levels of today's workforce are measured based upon the value-added to an idea, product or service. In order to be competitive in today's job market, knowledge and capacity in more than one discipline is often necessary, whereas competence in one area was sufficient in the past. Working effectively as part of an interdisciplinary team to successfully carry out the mission of an organization is increasingly important, specifically amongst a diverse community. Therefore, EPCTC believes an "educated person" in the 21st century is a self-motivated, competent, lifelong learner who exhibits the following traits: RISE by being...

- Responsible citizens
- Intellectually curious and independent learners
- Sound healthy individuals
- Effective bi-literate and bilingual communicators

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 9	512
Grade 10	57
Grade 11	11
Grade 12	63
Total Enrollment	643



Last updated: 1/6/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	0.20 %
Asian	%
Filipino	%
Hispanic or Latino	98.60 %
Native Hawaiian or Pacific Islander	%
White	%
Two or More Races	0.90 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	92.20 %
English Learners	98.40 %
Students with Disabilities	0.20 %
Foster Youth	0.20 %
Homeless	58.90 %

A. Conditions of Learning

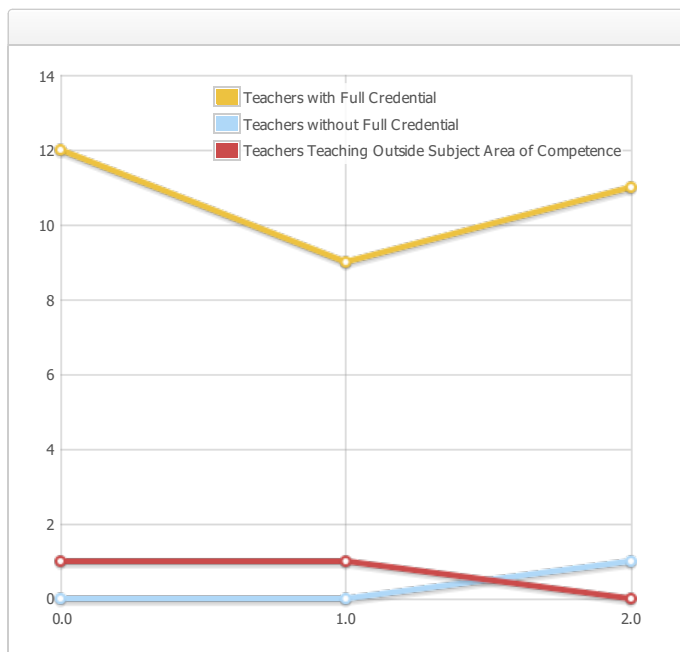
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

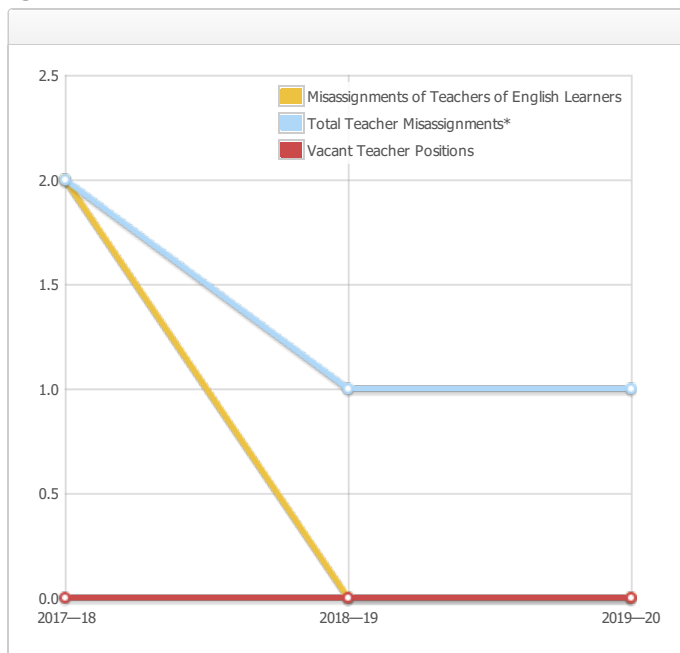
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	12	9	11	
Without Full Credential	0	0	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	1	0	



Last updated: 1/31/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	2	0	0
Total Teacher Misassignments*	2	1	1
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/31/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> Edge Hampton-BrownVisions Language, Literature, Content Book A (Heinle Cengage Learning 2004) Visions Language, Literature, Content Book B (Heinle Cengage Learning 2004) Visions Language, Literature, Content Book C (Heinle Cengage Learning 2004) Longman Keystone Book B (Pearson Education 2008) (adopted 2011)Keys to Learning (Pearson Education 2005) (adopted 2011) Animal Farm (adopted 2012) Parrot in the Oven (adopted 2012) Narrative of Frederick Douglas (adopted 2012) For Colored Girls (adopted 2012) Night (adopted 2012) I Know Why the Caged Bird Sings (adopted 2012) Diary of Anne Frank (adopted 2013)The Pearl (adopted 2013) The Circuit (adopted 2013) The Glass Menagerie (adopted 2013) Breaking Through (adopted 2013) And the Earth Did Not Devour Him (adopted 2013) Macbeth (adopted 2013) Our Town (adopted 2013) Chicana Falsa (adopted 2013) Poems of Pablo Neruda (adopted 2013) Who's Irish (adopted 2014) 	Yes	0.00 %
Mathematics	<ul style="list-style-type: none"> Pre Algebra; Malloy, Price, et al.; Glencoe McGraw -Hill; 2003, Columbus,Ohio(adopted 2008) Elementary and Intermediate Algebra (A Combined Course); Charles P. McKeague;Thomson Brooks/Cole; 2004, Belmont , CA (2008) (adopted 2008) Geometry; Siegfried Haenisch; A GS; 2001, USA (adopted 2008) 	Yes	0.00 %
Science	<ul style="list-style-type: none"> Science Explorer Series "From Bacteria to Plants" (Prentice Hall, 2002) (adopted 2007) Science Explorer Series "Cells and Heredity" (Prentice Hall, 2005) (adopted 2007) Science Explorer Series "Human Biology" (Prentice Hall, 2002) (adopted 2007) Science Explorer Series "Environmental Science" (Prentice Hall, 2002)(adopted2007) Earth Science (A GS Publishing 2004) (adopted 2005) Physical Science (A GS Publishing 2004) (adopted 2005) Biology, Miller and Levine (Pearson, 2014) (adopted 2014) STEMscopes – Biology, Chemistry, Physics, and Integrated Science (adopted 2018) 	No	0.00 %
History-Social Science	<ul style="list-style-type: none"> New Ways of Thinking EMC Publishing (2007) (adopted 2011) American Government MaGruders Prentice Hall (2002) (adopted 2010) Modern World History (Patterns and Interaction) Holt McDougal (Houghton Mifflin)(2012) (adopted 2013) The Americans (Reconstruction to the 21st Century) Holt McDougal(HoughtonMifflin) (2012) (adopted 2013) Voices of Freedom 4th Edition (Pearson Education 2012) (adopted 2001) 	No	0.00 %
Foreign Language	<ul style="list-style-type: none"> El espanol para nosotros: Curso para hispanohablantes Level 1 (McGraw-Hill) TEMA S (adopted 2014) 	Yes	0.00 %
Health	<ul style="list-style-type: none"> The Physiology Coloring Book Kapit /Macey/Meirsami (1987) (adopted 2008) Essentials of Human Anatomy & Physiology John W . Hole Jr. (1987)(WBC)(adopted 2008) Prentice Hall Explorador de Ciencias (2000) (adopted 2008) 	Yes	0.00 %
Visual and Performing Arts	<ul style="list-style-type: none"> History of Modern Art by H.H. Amason 3rd Edtion (Holt , Rinehart , Winston)(adopted 2012) Holt Literature and Language Arts Fine Arts Transparencias (adopted 2012) 	Yes	0.0 %
Science Lab	N/A	N/A	0.0 %

Eqpmt (Grades 9-12)

Note: Cells with N/A values do not require data.

Last updated: 1/31/2020

School Facility Conditions and Planned Improvements

Daily maintenance by custodial staff and teaching staff keep food outside classrooms. LED all areas on campus upgraded January 2018. Daily maintenance keeps restrooms clean and in working condition. All areas are free of any hazardous materials. A playground was updated 2/2/2018. Gates and fences were installed in January 2018 on the school perimeter.

EPCTC is co-located at 149 N. White Road in San Jose, CA, the former Pala Middle School, which is within the East Side Union High School District boundaries. Escuela Popular is in its eighth year of a forty-year lease with Alum Rock Union Elementary School District. The current EPCTC academy is safe, functional, clean, and well maintained. In July 2011, Escuela Popular re-entered into a one-year Re-Use Agreement with the City of San Jose to operate the Alum Rock Youth Center. Through this agreement, our ASES After-School provider Boys and Girls Club of Silicon Valley run programming to our K-8 grade students. In addition, students have access to a gymnasium that they use for P.E. and extracurricular activities. The campus is close to public transportation. To maintain a safe facility, EPCTC employs four-campus supervisors who are available during the morning and evening.

In the spring of 2014, Escuela Popular began to work with a project manager and architectural firm to begin the design of the improvement of the 149 N. White Rd. campus. The School designed site plans that would consolidate the EPAFLC and EPCTC academies onto one campus. The project constructed 25 new high-efficiency classrooms in three buildings. The project upgraded the existing track and grass field for school and community use, as well as additional parking lots.

The redesigned new campus houses Escuela Popular's three academies. On October 19, 2016, the Alum Rock Union Elementary School District approved Escuela Popular's proposed site plans. The school's new campus opened with newly built classrooms in the Fall of 2018. Any school facilities leased or constructed by EPCTC shall comply with federal, state, and local building and zoning regulations as applicable to charter schools, including compliance with the Americans with Disabilities Act and include a certificate of occupancy.

Last updated: 1/30/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Daily maintenance keeps restrooms clean and in working condition. Water fountains need to be replaced/upgraded
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Roof on old campus needs annual patching: 100s; 200; 300; 400; 500;
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Windows need to be replaced in 100s, 200s, 300s, 400s, 500s. Doors in each classroom need to be upgraded. Playground was upgraded 2/2/2018. Gates and fences were installed in January 2018 around school perimeter.

Overall Facility Rate

Year and month of the most recent FIT report: January 2019

Overall Rating	Good
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Last updated: 1/30/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	22.0%	11.0%	59.0%	59.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	3.0%	0.0%	38.0%	39.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/6/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	21	18	85.71%	14.29%	11.11%
Male	--	--	--	--	
Female	15	13	86.67%	13.33%	0.00%
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	20	17	85.00%	15.00%	11.76%
Native Hawaiian or Pacific Islander					
White					
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	21	18	85.71%	14.29%	11.11%
English Learners	20	18	90.00%	10.00%	11.11%
Students with Disabilities					
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/6/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	21	18	85.71%	14.29%	0.00%
Male	--	--	--	--	
Female	15	13	86.67%	13.33%	0.00%
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	20	17	85.00%	15.00%	0.00%
Native Hawaiian or Pacific Islander					
White					
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	21	18	85.71%	14.29%	0.00%
English Learners	20	18	90.00%	10.00%	0.00%
Students with Disabilities					
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/6/2020

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/6/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

College and Career Skills:

Students will demonstrate skills to assist them in today's workforce and society such as, perform basic health procedures, develop a resume, perform in job interviews, use a variety of soft and hardware, apply and attend college. Performance-Based Learning and Skills Teachers provide students opportunities to engage in authentic and meaningful tasks that are essential to applying the skills needed in the workforce and career readiness. Technology skills (job skills) learned spiral through all academic core classes. Performance tasks assigned incorporate the skills the students have learned in technology classes and core academic classes, providing a relevant and authentic application. These culminating performance tasks provide relevance to the students as well as help them hone their job skills through the use of technology.

Performance tasks could include:

- Interviews, debates, role-plays, persuasive writing,
- Culminating oral personal education reflection task (PER),
- Developing a business plan in economics,
- Writing and designing a publication that advocates for a particular policy initiative,
- Engage in debates related to current and relevant topics.

Last updated: 1/6/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/30/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	12.70%	10.90%	3.60%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/30/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

In addition to the formal structures, EP works to create a welcoming environment for families, many of whom do not have positive associations with their children's schools. One important way of welcoming families and students is by valuing and celebrating their primary language. All correspondence is sent home in both English and Spanish. All school meetings are conducted in both English and Spanish.

Additionally, the vast majority of staff, and all staff who answer the phone or greet parents, speak Spanish. Escuela Popular uses the following strategies to involve parents/families in student learning:

- Conference
- Family Nights
- Home Visits
- Family Engagement Deans
- ELAC
- Community building activities throughout the year

State Priority: Pupil Engagement

Last updated: 1/30/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

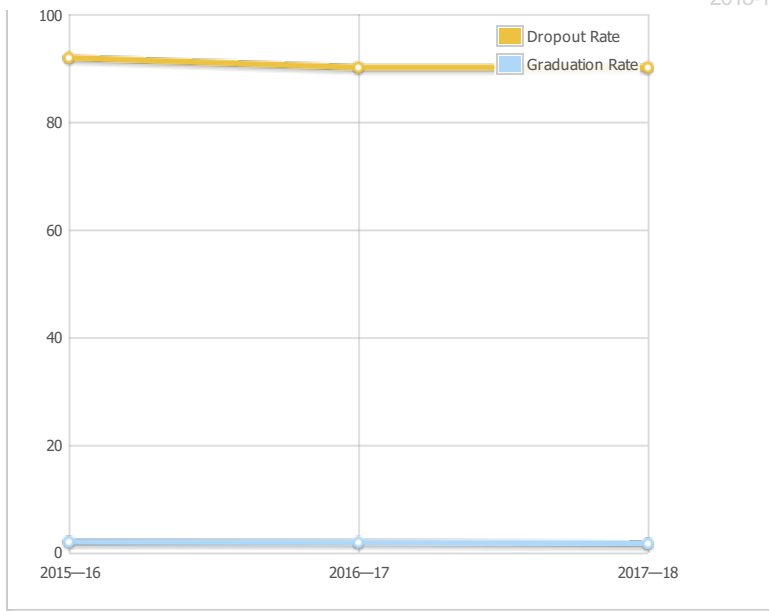
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	91.90%	10.00%	9.70%
Graduation Rate	2.00%	85.00%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	90.10%	90.10%	20.50%	17.80%	9.10%	9.60%
Graduation Rate	1.90%	1.70%	71.50%	75.70%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/6/2020

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	0.00%	0.00%	4.00%	3.60%	3.40%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.10%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/6/2020

School Safety Plan (School Year 2019—20)

Safety plan is reviewed with staff during Fall Profesional Development. It was last reviewed and updated on Thursday, January 16th 2020. Committee meetings are weekly to ensure all Safety Plan components are in place. Safety Plan will be reviewed during the SSC meeting held in April 2020.

The key elements of the plan include:

- SAFETY COMMITTEE MEMBERS - Members of the 2019-2020 Site Safety Committee are listed here in this section.
- IMPORTANT CONTACT INFORMATION - Contact information for emergency and community partners related to safety is listed in this section.
- PROCEDURES TO CALL 911 - This section describes the steps for our staff to take when calling 9-1-1.
- CRISIS RESPONSE - This section describes who is on the on-site Crisis Response Team who will be determining protocols and next steps in response to a crisis situation.
- EVACUATION PROCEDURES - This section provides general information on the roles, responsibility , procedures, and designation evacuation areas in case of a school-wide evacuation.
- MAP OF EVACUATION AREAS - This section provides a campus map that shows the locations of the four campus evacuation areas.
- EXPECTED BEHAVIORS DURING EVACUATION - This section provides detailed information on the expected behaviors of students, teachers, and staff of fire, earthquake, threat. A community map with identified safety zones are included in this section.
- UTILITY SHUT-OFF PROCEDURES AND LOCATIONS - This section provides information of locations and procedures to shut off gas, water, and electricity if necessary. Included are photos of these shut-off locations.
- AFTER SCHOOL PROGRAM (IN ALUM ROCK YOUTH CENTER)
- EMERGENCY INFORMATION AND EVACUATION MAP - This section has emergency information and exit plan that has been provided to us by our After School Program operated by a community partner at the Alum Rock Youth Center next door.
- EVACUATION DRILL LOGS - This section contains dates, times, and relevant notes for evacuation drills held during the school-year.

Last updated: 1/30/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	20.00	25	9	6
Mathematics	11.00	28	2	
Science	14.00	4	1	1
Social Science	17.00	9	2	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	25.00	8	12	7
Mathematics	12.00	31	3	
Science	12.00	7	1	
Social Science	16.00	6	4	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	24.00	14	11	4
Mathematics	11.00	28	2	1
Science	11.00	6	1	
Social Science	17.00	7	2	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/6/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	494.60

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Number of Pupils per Counselor

Last updated: 1/6/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.30
Library Media Teacher (Librarian)	0.50
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.00
Other	0.70

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/31/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14984.36	\$1138.78	\$13845.59	--
District	N/A	N/A	--	\$88797.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$88538.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/31/2020

Types of Services Funded (Fiscal Year 2018—19)

Escuela Popular believes partnerships with agencies outside the school are important to expand the support services and enrichment opportunities of our students and families. The overall objectives with the partnerships are related to our LCAP goal, to provide students and families with the necessary academic and social and emotional resources to support academic achievement and retention. By making support services accessible to our students and families, we expect to see lower truancy rates, lower chronic absenteeism, reduction of suspensions, and decrease in discipline referrals, overall resulting in higher academic achievement. Annually we will review local data and Dashboard data to determine the effectiveness of our partnerships on our students.

The following partnerships provide our students with homework assistance.
 -Santa Clara University provides student volunteers to provide tutoring services.
 -Arrupe tutors

The following partnerships provide on-site medical services to our students and families.

-Santa Clara Valley Hospitals Medical Van provides free medical services to students on campus. twice a month.

Escuela Popular continues to build partnerships with legal organizations such as SIREN, Santa Clara County Office of Immigrant Affairs, and ConXion to Community to support students’ immigration, housing, health, and legal issues and also provides:

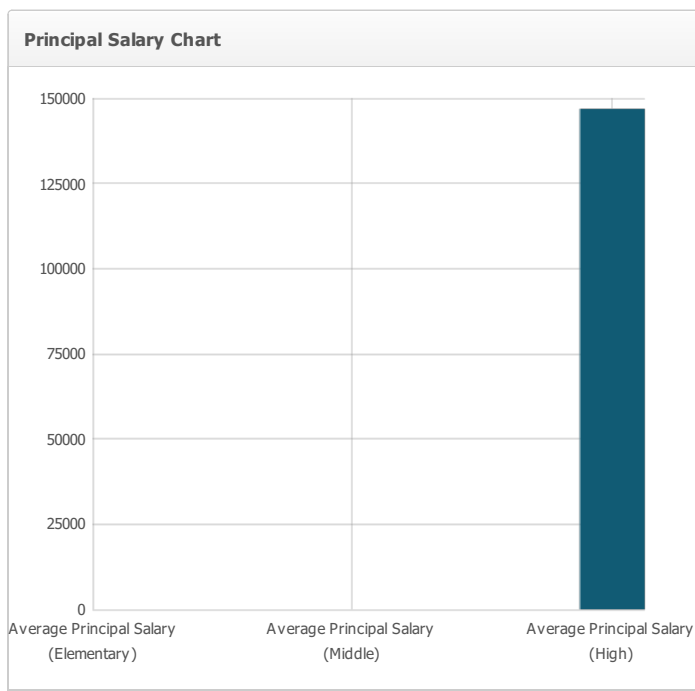
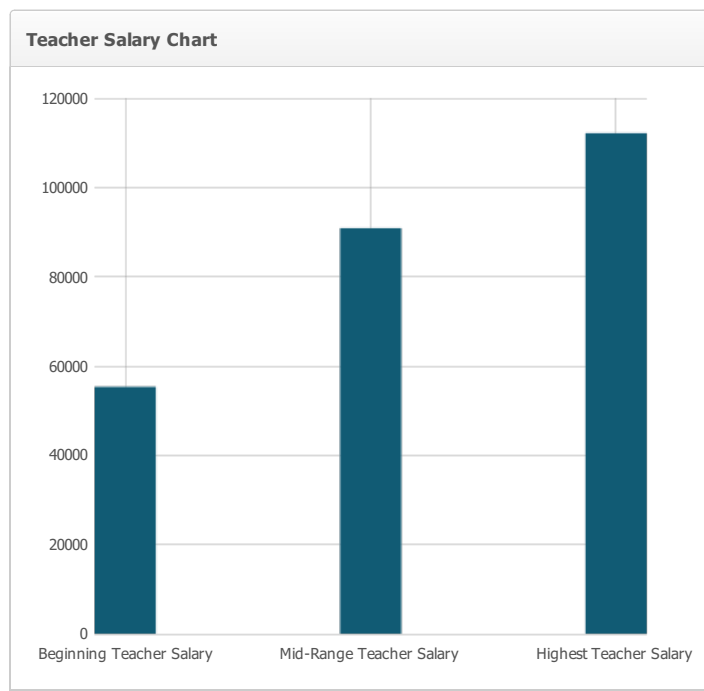
- Free childcare
- Parenting classes
- Bus passes

Last updated: 1/31/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55,349	\$52,466
Mid-Range Teacher Salary	\$90,881	\$87,373
Highest Teacher Salary	\$112,154	\$109,803
Average Principal Salary (Elementary)	\$	--
Average Principal Salary (Middle)	\$	\$142,025
Average Principal Salary (High)	\$146,855	\$153,904
Superintendent Salary	\$286,275	\$241,221
Percent of Budget for Teacher Salaries	34.00%	33.00%
Percent of Budget for Administrative Salaries	3.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/6/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/6/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	13	14	13